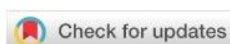# Lecturer Capacity Building in Developing Video-Based Learning Media

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Abstract

The community service aims to increase the capacity of lecturers in developing video-based learning media. The service method is carried out through training activities. The target of the service is the Nutrition Department Lecturers of the Poltekkes Kemenkes Riau. As many as 14 Nutrition Lecturers were involved in the training which was held in July 2023. The research instrument used was a closed sheet with four answer choices. Analysis of the training participants' responses to the training activities for making learning videos was carried out using descriptive statistical analysis. This is done by processing the proportion of data from filling in the responses by the training participants. Percentages are obtained based on modified Likert Scale calculations. The results showed that as many as 14 respondents or 100% of the respondents were in the category of strongly agreeing with the statements that led to a positive response from the trainees to the training activities that had been carried out. Follow-up workshops on creating innovative learning videos are urgently needed to acquire new skills for Teachers/Lecturers of the Department of Nutrition at the Poltekkes Kemenkes Riau.

A.   Introduction

The world of education continues to produce innovations to improve the quality of education. This is in line with the times, which encourage changes in the education system (Khusniyah et al., 2020). Changes in the education system, especially those caused by technological advances, must be in line with the abilities of educators (Saluza et al., 2022). Therefore, activities are needed that can help educators prepare themselves to face changes in this technology-based education system.

There are many forms of innovation that can be carried out in the context of adapting the education system to current technological advances. One of them is the use of technology in making teaching materials such as learning videos (Gusteti et al., 2021; Ismail & Imawan, 2021; Khuzaini et al., 2022). Video is one of the multimedia-based learning media that can be used for the distribution of content that is included in the category of audio-visual teaching materials (Fuadiah et al., 2021; Ikhsan et al., 2021; Takda et al., 2021). Audio-visual media is media that has sound elements and picture elements. This type of media has better capabilities because it includes sound and images (Arif et al., 2018; Fauzi et al., 2022).

Some of the basic principles that must be considered when making learning videos are as follows: 1) the initial idea of the learning video, which contains what narration will be presented and pictures for each part of the narration; 2) cinematic, which includes what features are used, such as appearance, size, and font

type; 3) recording techniques, which include tools and applications for recording as well as storage media; and 4) the ideal length of time for learning videos is around fifteen minutes (Azmi et al., 2021).

The use of video as a form of multimedia learning is more effective and efficient than giving passive modules with lots of assignments (Latipah & Fuada, 2021). Actually, the YouTube platform has offered a large number of interesting learning videos. However, the drawbacks of learning videos that can be accessed from YouTube are that educators are not present in the videos and educators cannot adapt the material presented in the videos to the needs of their students. In contrast to self-made learning videos, educators can design videos based on predetermined themes and deliver them in a method that is more familiar to their students. In addition, it is believed that the presence of educators in video tutorials can encourage students to continue learning, because learning videos packaged with educators look attractive to students (Shofiyah et al., 2021).

Based on the description above, it is important for educators to be able to have the ability to make learning videos. One of the efforts to increase the ability of educators in making learning videos is holding training activities. In this service activity, the service team held training with material for making learning videos aimed at Lecturers of the Nutrition Department of the Poltekkes Kemenkes Riau.

B. Research Method

The service method is carried out through training activities. The target of the service is the Nutrition Department Lecturers of the Poltekkes Kemenkes Riau. A total of 14 Lecturers Department of Nutrition involved in the training which was conducted in July 2023. The research instrument used was a closed questionnaire sheet which had four answer choices. Analysis of the training participants' responses to the training activities for making learning videos was carried out using descriptive statistical analysis. This is done by processing the percentage data from filling out the response questionnaire by the training participants. Percentages are obtained based on modified Likert Scale calculations. Table 1 below shows the quantitative values assigned to instrument items:

Table1. Calculation of the Likert Scale

Evaluation	Scale Value
Strongly agree	4
Agree	3
Don't agree	2
Strongly Disagree	1

Data analysis on the results of filling out the response questionnaire by the training participants was carried out quantitatively using the following formula.

$$p = \frac{n}{N} \times 100\% \tag{1}$$

where P is the percentage of the results of the questionnaire analysis, n is the total score of the assessment, and N is the maximum possible score. For the Likert scale, the score interpretation model can be seen in the following table.

Table 2. Interpretation of the Likert Scale

Percentage (%)	Category
0 % - 25 %	Strongly Disagree
26 % - 50 %	Don't agree
51 % - 75 %	Agree
76 % - 100 %	Strongly agree

C.   Result and Discussion
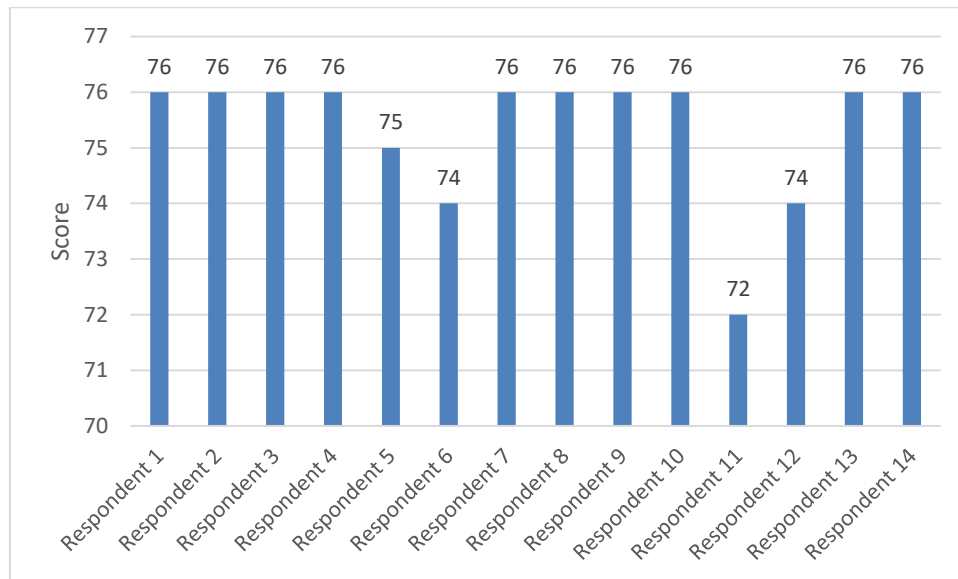
Figure 1. Score of Questionnaire Filling Results by Each Respondent

Figure 1 shows the scores obtained by each respondent from the results of filling out the response questionnaire. The maximum score that can be obtained by the respondent is 76. The maximum score is the result of multiplying the maximum score for each item (4) with the number of items (19). The score obtained is then analyzed using equation (1) so that data is obtained as in the following table 3.

Table 3. Percentage of Questionnaire Analysis Results

Respondents	Percentage	Category
Respondent 1	100	Strongly Agree
Respondent 2	100	Strongly Agree
Respondent 3	100	Strongly Agree
Respondent 4	100	Strongly Agree
Respondent 5	98.68421053	Strongly Agree
Respondent 6	97.36842105	Strongly Agree
Respondent 7	100	Strongly Agree
Respondent 8	100	Strongly Agree
Respondent 9	100	Strongly Agree
Respondent 10	100	Strongly Agree
Respondent 11	94.73684211	Strongly Agree
Respondent 12	97.36842105	Strongly Agree
Respondent 13	100	Strongly Agree
Respondent 14	100	Strongly Agree

From table 3, it can be seen that the score of the results of filling out the response questionnaire by each respondent all obtained a percentage above 75%. Based on the interpretation of the Likert scale in Table 2, the percentage range of 76% -100% is in the strongly agree category. It means, as many as 14 respondents or 100% of respondents were in the category of strongly agreeing with statements that led to a positive response from the training participants to the training activities that had been carried out.

The material presented at the Workshop activities is easy to understand, clear and varied and in accordance with the aims of the Workshop. The method of delivering the material is easy to understand and can be followed by the participants well because the method used in delivering the material is in accordance with the abilities and learning styles of the workshop participants.

Submission of material is carried out in a structured manner. Practical activities are also well guided by the instructor. This made the Workshop Participants very enthusiastic in following the material provided by the instructor.

The application used to support the creation of learning videos is easy to operate because it does not require mastery of a programming language, it also doesn't require a lot of money to use it. In addition, the application used in making learning videos is a varied application so participants can choose which one suits their needs

From this workshop participants gain new knowledge about creation of innovative learning videos, encourage participants to be more creative in create learning videos that can be used for classroom learning, increase participants' digital literacy, make participants aware that making learning videos not as complicated as imagined, and made participants aware of the importance of technology in the digital era like today

Creating innovative learning videos as trained in the activity This is one of the right choices to help learning because its nature Adaptive, namely adjusting the development of science and technology.

Similar training has been carried out in several community service locations, one of which is in a school in Magelang by (Shahroni et al., 2020). From the community service activities carried out, there was an increase in the ability and skills of teachers in making teaching materials through learning videos. Besides that, there is (Budiono et al., 2023) who also carry out similar service activities in Nganjuk Regency. After the service activities carried out, educators have skills in making learning videos, so that teaching and learning activities are carried out no longer using the lecture learning method and can take advantage of technological sophistication to increase student learning motivation

With so many positive things to gain from this activity, a follow-up workshop on making innovative learning videos is really needed to gain new skills for Teachers/Lecturers of the Department of Nutrition.

D. Conclusion

The results of the study showed that as many as 14 respondents or 100% of the respondents were in the category of strongly agreeing with statements that led to a positive response from the trainees to the training activities that had been carried out.

E. Acknowledgments

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